A STUDY OF ACADEMIC PROCRASTINATION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ANXIETY AND SOCIO ECONOMIC STATUS

ऐ स्टडी ऑफ़ ऐकडेमिक प्रोक्रस्टिनेशन अमंग
सीनियर सेकेंडरी स्कूल स्टूडेंट्स इनरिलेशन टू देयर
एंजायटी एंड सोसिओ इकोनॉमिक स्टेटस

A Synopsis
Submitted to the
Chaudhary Devi Lal University, Sirsa
For the requirement of the degree of

DOCTOR OF PHILOSOPHY
IN
EDUCATION

Supervisor
Prof. Nivedita
Dept. of Education
C.D.L.U., Sirsa

Research Scholar
Poonam Devi

DEPARTMENT OF EDUCATION
CHAUDHARY DEVI LAL UNIVERSITY
SIRSA (HARYANA)

2020

A study of Academic Procrastination among senior secondary school students in relation to Anxiety and Socio Economic Status

INTRODUCTION

Delaying or postponing has become a common phenomenon. “I’ll do it later” or “I‘ll think of it tomorrow”are frequently heard statements. Most people like to delay doing unpleasant or monotonous tasks from time to time, for example, one may avoid cleaning the attic or one’s vehicles, renovating the house, cleaning the garage, or calling someone over the phone and other such tasks may be delayed due to procrastination. The extent of procrastination is vast, ranging from employees to self-employed, household to workplace, academics to non-academics etc. (Burka & Yuen, 2008). Many people put things under “pending”, rather than completing the necessary tasks. At home too, there are endless possibilities for procrastination such as, cleaning the cupboards, getting the house painted, paying the bills etc. Similarly, in the academic field, a student may put off doing assignments or studying for exams, because of the continuous strain of grades and other evaluations, and may then cram up when time is finally running out. Procrastination thus seems to represents an intimate part of our individual behavior and expands in almost every area or field possible.

Here the question arises whether delaying behavior becomes a part of an individual’s routine life because of such situations or is an innate tendency that is used in day-to-day routine as an escape from work. Such a situation is especially prevalent in the present day education system wherein students tend to delay academic tasks to the point of not completing it until the deadline. Therefore, the observable fact, which instigated the present research, was in the academic field. The current education system demands an overall development of the student.

PROCRASTINATION

Procrastination while not having a single accepted definition can be defined as a “behavioral trait or disposition to delay and therefore avoid performing tasks or making

decisions", (Wiley, 2000; Milgram, & Tenne, 2000; Hussain, & Sultan, 2010). This has led many to believe that procrastination is just another part of life and is not a pathological condition as such (Sigall, Kruglanski, & Fyock, 2000). However, as some studies suggests, individuals who procrastinate most of the time may have a particular fear or personality attributed to a predisposed thought, emotion, or memory (Steel et al., 2001). Furthermore, academic procrastination can involve putting off assignments or public speaking until the last minute (Wiley, 2000). This can in turn, lead to a range of adverse effects including; fear, anxiety, stress, worry and low self-esteem (Steel, 2007).

The term "procrastination" is made of two parts "Pro" meaning forward, ahead and in support of and "Crastinus" meaning tomorrow and up to tomorrow.

The term procrastinate comes from the Latin word procrastinare which means to put off, delay, prolong, defer, stall, or postpone performing a task.

Burka & Yuen (1983), Milgram, Sroloff, & Rosenbaum (1988) van Eerde, (2003) revealed that "procrastination can even be distinguished from the intentional postponement of a task because procrastination is unplanned or from logical and necessary delay, due to understandable reasons such as illness or technical problems".

Academic procrastination, which can be named as reflection of daily postponement to school life, is defined as to delay duties and responsibilities related to school, or to save them to the last minute **(Haycock, McCarthy, & Skay, 1998).**

Procrastination behavior occurs as not completing the given assignments or delaying preparation for examinations (Beck, Koons, & Milgrim, 2000). Generally, such behaviors are much more common among the students who graduated from high school and have just entered university (Kachgal, Hansen, & Nutter, 2001; Lee, 2005).

ACADEMIC PROCRASTINATION

Today, procrastination has become more prevalent among students than before because technology has given them the platform to explore virtual global world where they have many tasks to do in a restricted time span. Therefore, the present study will focus on the procrastination in the academic field where under the regular stress of marks and constant assessments, a student delays working on assignments and preparing for exams, just to cram up things when the allotted time is finally about to come to an end. Academic

procrastination includes delaying of academic tasks such as submitting assignments, making projects, depositing fee etc. Such activities are postponed till the deadline approaches. Solomon and Rothblum (1984) have described academic procrastination as postponing primary academic tasks such as preparing for exams, preparing term papers, administrative affairs related to school, and duty of attendance.

Yong (2010), studied academic procrastination is an irrational tendency to delay at the beginning or completion of an academic task. Many students intend to complete their academic tasks within the time frame, but they lack the motivation or some other issues to get started.

Ellis and Knaus (2002) regard procrastination as an interactive dysfunctional and behavior avoidance process, characterized by the desire to avoid an activity, the promise to get to it later, and the use of excuse making to justify the delay and avoid blame.‖ It may often be reinforced by achievement after last minute preparations, which leads to believe in this approach as a practical technique.

Ferrari (1991, 1992, and 2001) maintained that academic procrastinators are unable to achieve educational ambitions due to avoidance of the task at hand and fear of failure. Research has consistently demonstrated that procrastination is one of the leading hindrances to academic performance of the students at various educational levels.Such behavior has been reported to be negatively related to test performance (Moon & Illingworth, 2005). Thus a student‘s academic performance has inverse relationship with procrastination (Popoola, 2005) and leads to lower grades in performances with deadlines (Tuckman, 2002)

Researchers have tried to explore a number of factors that seem to contribute to procrastination habit in students- their motivation level, interest in studies, attitude towards education, personality traits, study habits, home environment etc. For the present research purposes, anxiety and socio economic status have been described in the following sections.

ANXIETY

Anxiety means to describe the physical and psychological feeling of worry. It is also associated with the emotions of apprehension, fearfulness and an uneasy cognitive sense of future end. It is an uncomfortable state that one cannot tolerate for long, and thus, the anxiety motivates the individuals to do something to escape from it. It is associated with the arousal of the sympathetic division of the autonomic nervous system that leads to emotional change.

Definition of anxiety

Webster's Dictionary (1913) defines anxiety as concern or solicitude respecting something or event, future or uncertain, which disturbs the mind, and keeps it in a state of painful uneasiness and a state of restlessness and agitation with general indisposition and distressing sense of oppression.

Spielberger (1960) defines 'anxiety' as a "state of arousal caused by threat to well-being". He explains the term 'state' as a 'condition involving the entire organism' and the term 'arousal' as a 'condition of tension, unrest, or uneasiness, i.e. a 'readiness to act the response'.

Bhatia, Hans Raj (1965) stated that "according to one approach" anxieties are simply prolonged fears or special forms of fear. Others put it as a feeling of uneasiness over, and a chronic fear of what is felt to be a threatening and hostile world.

Skinner, Charles (1989) stated that anxiety is a painful uneasiness of mind concerning impending or anticipated ill.

SOCIO-ECONOMIC STATUS

Socio-economic status of an individual is indicated by the possessions that he/she holds. It includes education, culture, family income, profession or any kind of belongings. The socio-economic status leads to differences in the availability of opportunities for the development of child. Socio-economic status refers to the social prestige or honor that an individual gain on being part of society. It depicts their position in the eyes of other society members. A person having high standard, rich income sources or luxuries in life

is counted as good socio-economic status.The socio-economic status of the family is function of educational level, occupation and income of the parents as well as social status of the entire family.

Position of an individual or family in the society is due to his\her income, education, occupation and participation in the group activities of the community. Families with higher financial capacity tend to provide better opportunities to their children. Socioeconomic status is the combination of the two words social and economic. Social is concerned with the society to which an individual belongs and status is the recognition given to an individual by his group relations. The social status is the position occupied by person or family in social system relative to others. Economics is concerned with running income and property i.e. accumulation of wealth. Therefore, economic status stratifies the people in a society based on amount and source of income from occupation, the ownership of property or both. Socio-economic status (SES) is very important because it can exert great influence on the academic output of the students.

Ducan, D. et.al. [39]studied that the commonly used indicator of SES are income, wealth, social standing/prestige and material/social deprivation.

RATIONALE OF THE STUDY

The review of the literature available in the field of Academic Procrastination reveals some amazing facts. The problem of procrastination is much more serious than it seems to be. It is common in all the areas of the world. Procrastination on academic work is a common problem for students. Most students procrastinate on some academic tasks to some degree and about a quarter of students report that they frequently procrastinate to a degree that causes them stress and/or lower academic performance (Ferrari, Johnson & McCown, 1995; Hill, Hill, Chalot & Barrall, 1978; Solomon & Rothblum, 1984). Gallagher, Golin and Kelleher (1992) found that 52% of surveyed students indicated having a moderate to high need for help concerning procrastination, making it the most frequently cited personal concern for which they needed help. Procrastination is a pervasive problem at all levels of study (Hill et al., 1978; Muszynski & Akamatsu, 1991) and occurs equally in men and women (Ferrari et al., 1995; Solomon & Rothblum, 1984; McCown, Johnson & Petzel, 1989).

There is also a great mystery in procrastination research. That is, although many students indicate needing help for overcoming procrastination (Gallagher et al., 1992), and there are case descriptions of students whose performance has been hurt by procrastination (Burka & Yuen, 1983). Thus, the problem is significant enough to require utmost attention.

The studies reported above reveals that very little or no research work has been carried out on academic procrastination in Indian context. The present study is an attempt in this direction. The study will also helpful for the parents of the students. They will know about the causes of Academic procrastination. Therefore, they will be able to provide them facilities and help them in their adjustment and wholesome development. That is why the investigator has selected this topic for detailed study and research work.

STATEMENT OF THE PROBLEM

"A study of Academic Procrastination among senior secondaryschool students in relation to Anxiety and Socio Economic Status"

OPERATIONAL DEFINATIONS OF THE TERMS USED

Academic Procrastination:

Procrastination means to put off or postpone the academic work, which is to be caused out presently. In this research the definition given by Lay (1986) has been adopted as operational definition which states, "Procrastination refers to the counterproductive deferment of actions or tasks to a later time."

Anxiety:

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.

Dollard and Miller (1950), anxiety is a sub type of fear and learned drive i.e. considered as a disruption in the organism's homeostasis, ultimately relating to the occurrence of painful stimulation.

Socio Economic Status:

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of *socioeconomic status* often reveal inequities in access to resources, and issues related to privilege, power and control.

VARIABLES IN THE PRESENT STUDY

Dependent Variable

- Academic Procrastination

Independent Variables

- Anxiety
- Socio Economic Status

OBJECTIVES OF THE STUDY

The present study purpose to realize the following objectives.

1. To construct and standardize a scale to access Academic Procrastination among adolescents.
2. To study the effect of Anxiety on Academic Procrastination among senior secondary school students.
3. To study the effect of Socio Economic Status on Academic Procrastination among senior secondary school students.
4. To study the interaction effect of Anxiety and Socio Economic Status on Academic Procrastination among senior secondary school students.
5. To study the interaction effect of Anxiety and Gender on Academic Procrastination among senior secondary school students.
6. To study the interaction effect of Anxiety and Locality on Academic Procrastination among senior secondary school students
7. To study the interaction effect of Anxiety, Gender and Locality on Academic Procrastination among senior secondary school students

8 To study the interaction effect of Socio Economic Status and Gender on Academic Procrastination among senior secondary school students

9 To study the interaction effect of Socio Economic Status and Locality on Academic Procrastination among senior secondary school students

10 To study the interaction effect of Socio Economic Status, Gender and Locality on Academic Procrastination among senior secondary school students

11 To study the interaction effect of Anxiety, Socio Economic Status and Gender on Academic Procrastination among senior secondary school students

12 To study the interaction effect of Anxiety, Socio Economic Status and Locality on Academic Procrastination among senior secondary school students

HYPOTHESES OF THE STUDY

In order to achieve the above-mentioned objectives the following hypotheses were formulated for verification.

H_{01} There will be no significant effect of Anxiety on Academic Procrastination among senior secondary school students.

H_{02} There will be no significant effect of Socio Economic Status on Academic Procrastination among senior secondary school students.

H_{03} There will be no significant interaction effect of Anxiety and Socio Economic Status on Academic Procrastination among senior secondary school students.

H_{04} There will be no significant interaction effect of Anxiety and Gender on Academic Procrastination among senior secondary school students.

H_{05} There will be no significant interaction effect of Anxiety and Locality on Academic Procrastination among senior secondary school students.

H_{06} There will be no significant interaction effect of Anxiety, Gender and Locality on Academic Procrastination among senior secondary school students.

H_{07} There will be no significant interaction effect of Socio Economic Status and Gender on Academic Procrastination among senior secondary school students.

H_{08} There will be no significant interaction effect of Socio Economic Status and Locality on Academic Procrastination among senior secondary school students.

H_{09} There will be no significant interaction effect of Socio Economic Status, Gender and Locality on Academic Procrastination among senior secondary school students.

H_{10} There will be no significant interaction effect of Anxiety, Socio Economic Status and Gender on Academic Procrastination among senior secondary school students.

H_{11} There will be no significant interaction effect of Anxiety, Socio Economic Status and Locality on Academic Procrastination among senior secondary school students.

DESIGN AND METHODOLOGY

Method

Descriptive survey method will be employed to study the academic procrastination among senior secondary school students in relation to anxiety and socio economics status.

Population

Senior Secondary school students studying in private schools affiliated to Central Board of Secondary Education (CBSE) in Haryana will be taken for the study.

Sample

A sample of 300 secondary school students will be taken by using random sampling technique.

TOOLS TO BE USED

Academic Procrastinationtool will be developed by the researcher.

AnxietyScale by Subhash Sarkar and Gautam Das. This scale consists 48 items divided into 6 dimensions. It was administrated on 15-25 years boys and girls.

Socio-Economic Status Scale by Rajeev Bhardwaj. This scale consists 25 items divided into 7 areas. It may be used for both rural and urban population. It was administrated on 13+ year students.

STATISTICAL TECHNIQUES

Keeping in mind the nature of the study and the nature of objectives, the investigator will use the following statistical techniques:

- Mean
- SD
- t-test
- F-test (ANOVA) will be used to study main effect and interaction effect.

DELIMITATIONS OF THE STUDY

Due to paucity of time and resources and to make it more meaningful, the present studywill be delimited in the following aspects:

1. The study will be delimited to senior secondary school students of private schools only.
2. The study will be delimited to the students studying in private schools affiliated to C.B.S.E. only.
3. The study will be delimited to Haryana only.

CHAPTER SCHEME

Chapter 1: Introduction

Chapter 2: Review of related literature

Chapter 3: Research Methodology

Chapter 4: Interpretation and analysis

Chapter 5: Findings, conclusions, educational implications and suggestions for further research

REFERENCES

Beck, B.L. & Koons, S.R, Migram, D.L. (2000). Correlates and Consequence of Behavioral Procrastination: The Effects of Academic Procrastination, Self-Consciousness, Self-Esteem, and Self-Handicapping. Journal of Social Behavior and Personality, 15 (5), 3-13.

Burka, J. B., & Yuen, L. M. (1983). Procrastination: Why you do it, what to do about it. MA: Addison-Wesley.

Duncan, G.J.: Day, M.C.; McDonough, P. and Williams, D. R. (2002). Optimal indicators of socio-economic status for health research. American Journal of Public Health, 92, 1151-1157

Ellis, A. & Knaus, W. J. (2002). Overcoming Procrastination (Revised ed.). New York: Institute for Rational Living.

Ferrari, J. R. (1991). Compulsive procrastination: Some self-reported characteristics. Psychological Reports, 68, 455-458.

Ferrari, J. R., Beck, B.L. (1998). Affective Responses Before and After Fraudulent Excuses by Academic Procrastinator. Education, 118(4), 529-538.

Ferrari, J. R., Dovidio, J. F. (2000). Examining behavioral processes in indecision: Decisional procrastination and decision-making style. Journal of Research in Personality, 34(1), 127-137. Retrieved from http://dx.doi.org/ 10.1006/jrpe.1999.2247

Ferrari, J. R., Johnson, J. L., McCown, W.G. (Eds.). (1995). Procrastination and task avoidance:Theory, research and treatment. New York, NY: Plenum Press.

Ferrari, J. R., O'Callaghan, J., & Newbegin, I. (2005). Prevalence of Procrastination in the United States,United Kingdom, and Australia: Arousal and Avoidance Delays among Adults. North American Journal of Psychology, 7, 1–6.

Ferrari, J. R., Parker, J. T., & Ware, C. B. (1992). Academic procrastination: Personality correlates with Myers-Briggs types, self-efficacy, and academic locus of control. Journal of Social Behavior and Personality, 7, 495–502.

Gallagher, R. P., Golin, A., & Kelleher, K. (1992). The personal, career, and learning skills needs of college students. Journal of College Student Development, 33, 301-309.

Haycock, L. A., McCarthy, P., & Skay, C. L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. Journal of Counseling and Development, 76, 317-324.

Hill, Mary B., David, A. Hill, Albert, A. Chabot, & James, F. Barrall (1978). A Survey of College Faculty and Student Procrastination. College Student Journal, 12 (3), 256-62.

Hussain, I., & Sultan, S. (2010). Analysis of procrastination among university students. Procedia Social and Behavioral Sciences, 5, 1897-1904.

Kachgal, M. M., Hansen, L. S., & Nutter, K. J. (2001). Academic procrastinationprevention/intervention: Strategies and recommendations. Journal of Developmental Education, 25, 14-20.

Kalia, A. K. & Bai, M. (2015). A study of academic procrastination academic stress and aggression in relation to personality locus of control and some demographic variables. Ph. D. Thesis. Maharishi Dayanand University, Rohtak, Haryana.

Lay, C. (1986). At last, my research article on procrastinator. Education 118(4), 529-538.

Lee, E. (2005). The relationship of motivation and flow experience to academic procrastination in university students. The Journal of Genetic Psychology, 166, 5–14.

McCown, W., & Johnson, J. (1991). Personality and chronic procrastination by university students during an academic examination period. Personality Individual Differences, 12(5) 413-415.

Milgram, N., &Tenne, R. (2000). Personality Correlates of Decisional and Task Avoidant Procrastination. European Journal of Personality, 14, 141-156.

Milgram, N.A., Sroloff, B., & Rosenbaum, M. (1988). The Procrastination of Everyday Life. Journal of Research in Personality, 22, 197-212.

Moon, S., & Illingworth, A. (2005). Exploring the dynamic nature of procrastination: A latent growth curve analysis of academic procrastination. Personality and Individual Differences, 38, 297-309.

Muszynski, S., & Akamatsu, T. (1991). Delay in completion of doctoral dissertations in clinical psychology. Professional Psychology, Research and Practice, 22, 119-123.

Popoola, B.I. (2005).A study of the relationship between procrastinatory behavior and academic performance of undergraduate students in a Nigerian University. African Symposium: An Online Journal of Educational Research Network.

Sigall, H., Kruglanski, A., & Fyock, J. (2000). Wishful Thinking and Procrastination. Journal of Social Behavior and Personality, 15(5), 283-296.

Skinner (1968), S.E. Educational Psychology, Prentice Hall of India, Limited. New Delhi. Fourth Edition

Solomon, L. J. & Rothblum, E. D. (1984). Academic Procrastination: Frequency and cognitive behavioral Correlates, Journal of Counseling Psychology, 31, 503-509.

Spielberger, C.D. (1960). Anxiety and behaviors. New York: Academic.

Steel, P. (2007). The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure. Psychological Bulletin, 133(1), 65-94.

Steel, P., Brothen, T., & Wambach, C. (2001). Procrastination and personality, performance, and mood. Personality and Individual Differences, 30, 95-106.

Tuckman, B.W.; Abry, D.A. & Smith, D.R (2002). Learning and motivation strategies: Your guide to success. Upper Saddle River, N.J: Prentice-Hall.

Walia, (2002) J.S. Foundation of Educational Psychology: Paul Publisher, Jalandhar

Wiley, J., & Sons (2000). Role conflict and academic procrastination: A self-determination perspective. European Journal of Social Psychology, 33(1), 135-145

Yong, F. L. (2010). A study on the assertiveness and academic procrastination of English and communication students at a private university. American Journal of Scientific Research, 9, 62-72.